




## Behaviour and Culture Policy “Education is our Castle”

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## Our motto: "Education is Our Castle."

**What This Means:** Our school is like a strong, safe castle. It's a place where everyone – students, staff and parents can feel safe, learn well and grow into their best selves.

### Core Vision

- Vision Statement: "Education is Our Castle."
- Overarching Meaning: Carisbrooke College aims to provide a strong, safe, and supportive educational environment where every student, staff member, and parent can thrive and achieve their full potential. It signifies collective strength, security, and growth within the school community.

### Our Core Values (The Pillars Holding Up Our Castle)

These values guide everything we do within our educational castle, defining how we operate and the ethos we foster.

- Courage:
- Ambition:
- Sustainability:
- Teamwork
- Learning
- Equity

### Our 4 Rs framework

Our 4 Rs framework for behavior management refers to Rights, Responsibilities, Routines, and Rules. This framework helps create a positive and structured learning environment by clarifying expectations and promoting positive behaviour.

- **Rights:**  
This refers to the fundamental rights of all individuals within the learning environment, such as the right to learn, the right to be treated with respect, and the right to feel safe.
- **Responsibilities:**  
These are the actions individuals take to uphold their own rights and the rights of others. They involve personal accountability for one's behaviour and choices.
- **Routines:**  
Predictable and consistent routines help students understand expectations and transitions, promoting a sense of security and facilitating smooth operation within the learning environment.
- **Rules:**  
Clear, concise, and positively phrased rules define the boundaries of acceptable behavior, ensuring clarity and consistency in expectations.

### Expectations

Staff will:

- Model and uphold the CASTLE values
- Apply school rules consistently and fairly
- Use proactive inclusion strategies
- Use warm, open body language and varied tone to build trust
- Implement expectations with empathy and understanding of students' needs
- Address disruption calmly and consistently
- Attend restorative conversations
- Collaborate with families and colleagues
- Engage in professional development

Students will:

- Model and uphold the CASTLE values
- Follow all school rules
- Engage with approaches from staff to restore their behaviour

Parents/Carers will:

- Ensure their child is ready to learn ([uniform\\*/equipment\\*](#)) and arrives on time
- Monitor behaviour via the Arbor app
- Reinforce school values and rules at home
- Engage with staff in a respectful manner to address behaviour issues
- Participate in school life including attending parent events

School Rules:

1. Be on time
2. Wear full school uniform and tuck shirts in
3. Switch off phones
4. Speak with respect
5. Maintain personal space
6. Eat on the tables outside or in the canteen
7. Use the toilets outside of lesson time
8. Keep the school free of litter

Serious infringements of rules are behaviours such as: **Smoking, vaping, using illegal drugs or bringing them onto site, theft, weapons, violence, abuse, vandalism and bullying or discrimination linked to age, disability, race, religion or belief, sex, sexual orientation, and gender reassignment.**

- The school will not accept responsibility for personal items lost, or damaged, at school.
- Specialist rooms have safety specific rules and these will be communicated by the curriculum leaders and subject teachers.

## Relational Practice

We believe change happens with students, not to or for them. Our model balances high expectations, clear boundaries and accountability with high support, empathy, compassion, and active listening while fostering growth and reflection.

Respectful, positive relationships are central to our culture. Staff and students are expected to treat each other with kindness, listen actively, and communicate openly.

Behaviour is seen as communication. Our aim is to understand and support students, especially when things go wrong and give them opportunities to reflect and restore relationships.

Classroom practice is designed and adapted to support the needs of all students.

## Rewards

Positive behaviour is recognised through:

- Specific praise and feedback
- Positive behaviour points, positive on calls and praise postcards
- Awards evening and end of year trips

Rewards are effort-based and logged in Arbor allowing parents to support with rewards at home.

## Inclusive Strategies

Focus Area	Inclusive Strategy	Rationale
Safety & Belonging	Warm Welcome & Exit: Greet every student by name at the door and end the lesson with a positive or neutral exit phrase.	This establishes a sense of routine, psychological safety, and positive connections.
Clear Communication	Scaffolding and Chunking: Break down complex instructions, tasks, and deadlines into smaller, manageable steps, providing checklists where necessary.	This reduces cognitive load and anxiety, particularly for students with SEND.
Physical Environment	Planned Seating & Visual Aids: Implement a purposeful seating plan that considers student needs and clearly displays visual timetables and rule reminders.	This will reduce distractions, support predictability for neurodivergent learners, and promote accessibility.
Language & Tone	Use 'We' Language: Focus on collective responsibility e.g., "We need to tidy up," "How can we solve this?" and maintain a calm, consistent, and low affect tone during conflict.	This will foster a sense of team accountability and prevent escalation of challenging behaviour.
Accessibility	Flexible Participation: Provide varied methods for students to show their learning e.g., talk, write, draw, video, or paired work and reduce the emphasis on timed exercises where possible.	This will ensure students with processing difficulties or anxiety can participate fully without feeling pressured or exposed.
Understanding Needs	Proactive Check-ins: utilise brief, informal check-ins with individual students, especially those with known needs, during tasks. Use open questions like, "How is this working for you?" or "What might help you understand this better?"	This allows for instant identification of barriers and empowers students to self-advocate for their needs.
Managing Focus	Movement Breaks & Calming Spaces: Integrate opportunities for planned movement e.g., "Think-Pair-Stand" or allow brief, structured access to a designated quiet area with agreed-upon boundaries.	This helps students regulate their focus and energy, particularly those with ADHD or sensory processing needs.

## Choice, Chance, Consequence

We use restorative approaches first, following the Choice, Chance, Consequence model:

**Step 1 Choice:** Behaviour is identified as a poor choice and students are issued a rule reminder. If the student corrects the behaviour, there is no further action.

**Step 2 Chance:** If behaviour continues, students are given an opportunity to correct their choices using the chance strategies to support. This is crucial for de-escalation and providing the student with the support needed to self-correct before a formal sanction (C1, C2, C3) is issued.

The goal of this stage is to change the behaviour, not the student, by offering a final, supportive intervention.

Following the use of the Chance strategy, if the student continues to make poor choices or repeats the behaviour, the member of staff is then fully justified in moving to the 'Consequence' stage and logging the appropriate C1, C2, or C3 in Arbor with a narrative describing their action.

**Step 3 Consequence:** Issue a sanction. Log action on Arbor.

### Consequences:

#### C1 Behaviour Consequence (-1 Point)

Focus: Teacher-Led Correction and Data Tracking

Role	Required Action	Rationale
Staff	Log the incident as C1 in Arbor immediately.	This therefore ensures accurate data collection and provides context for follow-up.
Pastoral Team	Monitors Data: The relevant Head of Year will run weekly reports to identify students accumulating multiple C1s (e.g., 5 C1s in one week).	C1s are a warning system. Pastoral intervenes proactively based on patterns, not just single events.
Parents/Carers	Automatic Notification: Arbor automatically sends a push notification or email summarising the single C1 point. No specific action is required from the parent unless they notice a pattern.	This creates transparency and allows parents to have an immediate, low-stakes conversation with their child.

C2 Behaviour Consequence (-2 Points)

Focus: Restorative Repair and Parental Awareness

Role	Required Action	Rationale
Staff	Log the incident as C2 in Arbor. An automatic 20 minute lunchtime detention will be issued. Please ensure you share this with the student.	This ensures the detention is formally recorded and parents are informed of the sanction.
Pastoral Team	Administers Detention: The Head Of Year ensures the student attends the detention. A reflective piece of work may be given.	This ensures consequence certainty and converts the punitive element into a learning opportunity.
Parents/Carers	Formal Notification & Discussion: Arbor automatically sends a more detailed notification about the C2 and the detention. Parents are encouraged to discuss the incident with their child and reiterate the importance of engagement.	This raises the stakes, requiring parental support for the school's consequences.

C3 Behaviour Consequence (-3 Points)

Focus: Significant Intervention, Family Partnership, and Behaviour Plan

Role	Required Action	Rationale
Staff	Log the incident as C3 (3 Points) in Arbor to inform HOY/senior staff to trigger the next action. Must attempt a restorative conversation with the student once they are regulated.	This ensures senior staff are aware of serious breaches e.g., Removal from Class, Abuse and begins the repair process.
Pastoral Team/Senior leaders	Leads the Response: The HOY/senior leaders will: <ol style="list-style-type: none"> <li>1. Investigates and uploads the investigation to Arbor</li> <li>2. Decides on the level of consequence</li> <li>3. Conducts the 30-minute after-school detention or implements alternative sanction e.g. community service, suspension</li> <li>4. Initiates parental communication to discuss the seriousness of the issue where needed.</li> <li>5. Initiates a Targeted Behaviour Support Plan if the C3 is persistent or severe.</li> </ol>	This will guarantee clear communication and ensures a senior member of staff manages the most significant consequences.

Parents/Carers	Active Partnership & Follow-up: Parents receive the formal C3 notification and a call from the HOY or senior leader where necessary. Parents are expected to partner with the school by implementing consequences at home, checking in on the student's well-being, and potentially attending a pastoral meeting to contribute to the behaviour plan.	This ensures home and school are presenting a united front and addressing the underlying causes of the serious behaviour.
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### Restorative Detentions

These are Issued by staff without needing parental consent. They are held during or after school, considering safety and reasonable needs. Staff follow legal guidance when assigning detentions. After school detentions issued for truancy or removal from class require the class teacher affected by this behaviour to see the student and restore the relationship.

### Removal from lessons or from the community

Is used for serious concerns. Students are placed under the supervision of Heads of Year or senior staff whilst investigations are carried out.

### Truancy

Truancy is considered C3 behaviour and so an after school restorative detention of 30 minutes is issued, with the student given the opportunity to reflect and repair relationships. Senior staff will issue this sanction.

### Suspensions/Permanent Exclusion

Suspensions are used for serious or repeated incidents. A reintegration meeting and targets/additional support will follow.

Permanent Exclusions are used to address a serious breach, or persistent breaches of the school's behavior policy, where there has been a serious threat to the education or welfare of the student or others in the school. This is seen as a last resort, after all other reasonable adjustments and interventions have been tried and failed.

## VII Key Principles informing the use of sanctions

- Sanctions are the backstop of the behaviour policy and not the core.
- It is the certainty of the consequence, and not the severity, that is the most effective deterrent.
- Underlying causes for a pupil's disruptive behaviour, such as unmet educational needs, must be considered and whether it is appropriate and lawful to sanction the pupil. In considering this, school refers to the [Equality Act 2010](#) and guidance to ascertain whether the pupil understood the rule or instruction and whether the pupil was unable to act differently at this time as a result of their SEND.

### Record Keeping

All behaviour incidents and rewards are recorded in Arbor. Parents receive live updates through the Arbor app.

### Off-site Provision

Students may be placed off-site under Section 29A of the Education Act 2002. Parents will be notified in writing with all required details.

### Students Search

Conducted according to DfE guidance. Searches are led by two staff members so there is a witness present. SEND needs are considered. Banned items are confiscated, reported and may lead to police involvement.

### Physical Restraint

Used only as a last resort to prevent harm or serious disruption. Incidents are recorded on Arbor and shared with parents. The school follows the HISP Safeguarding and Child Protection policy statutory guidelines.

### Child-on-Child Abuse

We take all forms seriously, including bullying, harassment, or coercive behaviour. Support is provided through trained staff and external referrals. Staff challenge all inappropriate behaviour.

### Working with Parents

We maintain open, respectful communication. Parents are expected to partner with the school and use official channels.

### Behaviour Outside School

Sanctions may apply for poor behaviour off-site when students are in uniform or online if it impacts the school's reputation or safety.

### Malicious Allegations

Unfounded accusations against staff are taken seriously. Sanctions will be applied, and future arrangements reviewed.

### Linked Policies

This policy links with safeguarding, staff code of conduct, uniform, anti-bullying, SEND, equality, suspensions and DfE statutory guidance including KCSIE 2025.

## Appendix 1 - Uniform Policy

### 1 - Uniform policy

Blazer : Charcoal with blue trim and College badge.
Shirt: Plain white, long or short sleeved (with pointed collar, not rounded, with top button fastened)
Trousers: Tailored black trousers or Black Flares Shorts: Tailored black shorts Skirt: Plain black pleated <u>knee-length</u>
Shoes: Plain black (shoes must be all black)
Tie: School tie (clip-on ties for all year groups)
Jumper: Long-sleeved grey jumper with College badge (optional purchase, but no other jumper is acceptable)
Socks: Plain black or white Tights: Plain black or neutral
Outdoor coat: Suitable outdoor coat, only to be worn outside. (NO HOODIES ALLOWED ON THE SCHOOL SITE)
Hair: Hair must be in an appropriate style for school and must not reflect any extremes of fashion (style or colour)
Makeup: No makeup in Years 7 or 8. In Years 9, 10 and 11 discreet makeup may be worn but should not be noticeable. False eyelashes, nail varnish, false nails, acrylic or gel nails must not be worn to school.
Jewellery: A watch (not a smart watch), one plain simple ring (e.g. a signet ring) and one pair of discreet stud earrings are the only items of jewellery allowed in school. No other facial or body piercings are allowed in school.
PE Kit: College sports top (blue for Carisbrooke) with school logo, plain black long sport socks and plain black shorts of an appropriate length. Optional PE items: Fleece top (plain black with logo), tracksuit bottoms (plain black), rain jacket (plain black with logo), skort (plain black), sports leggings (plain black - these must be sport leggings, NOT fashion leggings). The correct PE kit must be worn; students may not wear ordinary uniform clothing for PE lessons. A suitable bag is needed for PE requirements. Personal clothing and sports equipment must be clearly named.
Protective clothing/equipment: Students will be required to use protective clothing/equipment in some lessons, eg Art, Science, Design Technology and PE (shin pads, gum shields etc)

## Appendix 2 – Role Of The Tutor

### Tutor

The key role of the Tutor is to build relationships with the young people in their care. This overriding responsibility can be exercised in a number of ways but most significantly, in taking time to get to know each student in the group as an individual. This ensures a physically safe and emotionally secure environment for all students. The Tutor's special responsibility is to help their students adopt, and live by, the school values.

Tutors will:

- Lead purposeful activities in tutor time and develop a sense of belonging and teamwork.
- Deliver the PSHE programme as outlined by leaders.
- Give weekly updates on attendance, behaviour and achievements to students.
- Monitor the social and academic progress of students.
- Help students explore thoughts, feelings and solutions to problems.

Daily Tasks in Morning Registration:

- Ensure students are cooperating with school rules i.e. uniform, jewellery.
- Carry out the statutory responsibility to take an accurate register.
- Ensure all students have basic equipment and are prepared for learning.
- Pass on relevant information to the Tutor Group as needed.

### Appendix 3 - Consequence Behaviour Points

Given as a consequence for breaking the school rules and/or failing to uphold CASTLE values.

<u>Incident – recorded as a C1 on Arbor</u>	<u>Points</u>
Late to lesson	1
Incorrect uniform inc PE kit	1
Lack of equipment	1
Lack of effort in lesson	1
Incomplete homework	1
Failing to speak with respect	1
Failing to follow the one-way system	1
Dropping litter	1
Talking/Distracting others	1
<u>Incident – recorded as a C2 on Arbor</u>	<u>Points</u>
Failure to engage with teacher 'chance'	2
Swearing	2
Late to school	2
Inappropriate use of Phone/Headphones	2
Unsafe behaviour	2
Inappropriate physical contact	2
Environmental abuse/damage	2
Unkind to others	2
Communicating during assessment	2
<u>Incident – recorded as a C3 on Arbor</u>	<u>Points</u>
Aggressive and intimidating behaviour	3
Serious breach of Health and Safety rules	3
Internal truancy (on school grounds but not in registered location)	3
Persistent failure to attend lunchtime detention	3
Vaping/Smoking	3

Abuse towards staff (Verbal/Physical)	3
Mobile phone confiscated persistently	3
Disrupted the learning of others	3
Physical Assault	3
Malicious allegation against staff	3
Bullying/Discrimination	3
Prejudice/Racism	3
Theft	3



## Chance Strategies

These are quiet, calm ways a teacher tries to help you get back on track before consequences happen

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### 1. Silent Signals (No Talking Needed)

- Pause & Look: The teacher stops talking and looks around. It's a signal to settle without calling anyone out.
- Standing Nearby: The teacher moves closer while still teaching. It's a reminder, not a confrontation.
- Point or Tap: A small tap on the desk or pointing to the work means "get back to it."

### 2. Low-Key Help (Quick, Private Fixes)

- Quiet Chat: The teacher privately whispers what needs to happen next and what could happen if you choose not to follow through.
- Fresh Start: If the work feels overwhelming, the teacher might give you a smaller, easier piece to start with.
- Helpful Job: Sometimes doing a small task—like handing out papers or setting a timer—can reset your focus.

### 3. Move to Reset (Short Break or New Spot)

- New Seat for Focus: The teacher may move you to a spot where it's easier to concentrate, just for a few minutes.
- Small Break: You might be sent to take a quick message somewhere or step outside briefly to calm down and reset.

### 4. Quick Conversation (Using Words to Refocus)

- Empathy First: The teacher acknowledges how you feel ("I get that you're annoyed...") but still makes clear the behaviour isn't okay.
- Guiding Question: The teacher asks a simple question to get you thinking about what you *should* be doing ("Which step are you on?").

**If you continue the behaviour after chances, the teacher can then move on to formal consequences (C1, C2, C3) with a written record.**

Appendix 5 - Associated Policies

<p><a href="#">Safeguarding and Child Protection Policy</a></p>	<p>This is paramount. Any C3 consequence involving Physical Assault, Bullying, Malicious Allegation, Drugs/Alcohol, or Abuse towards staff must immediately trigger a referral to the Safeguarding Lead and procedures detailed in this policy.</p>
<p><a href="#">Anti-Bullying Policy</a></p>	<p>This policy provides the specific definitions, reporting mechanisms, and investigation steps for all forms of bullying (including cyber, racist, sexist, and homophobic/transphobic), which are listed under your C3 consequences.</p>
<p><a href="#">Suspensions Policy (Statutory)</a></p>	<p>This defines the process for temporary or permanent exclusion. The accumulation of C1s, C2s, and C3s must clearly feed into the criteria for issuing a Fixed-Term Exclusion.</p>
<p><a href="#">SEND (Special Educational Needs and Disabilities) Policy</a></p>	<p>This ensures that the consequences applied (especially the move to C2/C3) are fair and reasonable for students whose behavior is a result of their identified needs. It mandates that reasonable adjustments be considered before consequences are issued.</p>
<p><a href="#">Staff Code of Conduct</a></p>	<p>This policy governs staff professional behavior, which is essential to the "Relational Practice" and "Responsibilities" sections of your Behaviour Policy. It ensures staff models the CASTLE values.</p>
<p><a href="#">Use of Reasonable Force and Physical Intervention Policy</a></p>	<p>If a student's behavior requires physical restraint (e.g., during a Physical Assault C3 incident), this specific policy outlines the legal framework, training requirements, and documentation procedures staff must follow.</p>